Course Leadership UpdateMay 2020

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# Professional development, events and training

****Course Leader Fest
**Wednesday 17th June 2020**

Being a Course leader has always had its challenges, in the current
circumstances these are magnified, however the situation we find
ourselves also provides immense opportunities for enhancement to
our course design and delivery. We have therefore decided to go ahead with the Course Leader Fest with new working arrangements that provide us with an opportunity to run live sessions where colleagues can discuss topical issues and pre-recorded sessions to engage with when convenient. The theme this year is;

**‘Using Covid–19 as an opportunity to rethink inclusivity within our curriculum’**

The programme will be circulated on our [events and activities page](https://blogs.shu.ac.uk/cle/events/?doing_wp_cron=1588332889.6851170063018798828125) shortly and we'll be in touch with you all about reserving your place. Although this will be  from the perspective of effective course leadership, everyone is welcome to engage!

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Course Leader Induction
**Friday 26th June 2020**

Aimed at course leaders new to the role, been undertaking the role within last 12 months or are interested in becoming a course leader. Your chance to come along and network with new and experienced course leaders.

If you or any of your colleagues would benefit from attending this online induction programme, please contact the Academic Development & Diversity Team.

Narrowing the Gaps - upcoming development programme
**May - July 2020**

It is well known that there is an ***unexplained*** difference between the outcomes for UK domiciled white students and UK domiciled students from BME backgrounds. Currently, Hallam staff and students are engaged in a range of activities to close the degree awarding gap which continues to be above sector average at our institution.

We are hosting a series of workshops which are a call to action as they create a space to have conversations about race and changing cultures which  [NUS/UUK report identifies as one of the five key steps](https://www.nus.org.uk/en/news/press-releases/universities-acting-to-close-bame-student-attainment-gap/) to closing the gap. Drawing on a range of sources including existing literature, sector practice and work currently being undertaken at Hallam, we aim to engage staff in interactive, reflective practices which will provide a foundation for developing an inclusive and dynamic teaching and learning environment.

For session dates/times and sign up, please visit our [Narrowing the Gaps website](https://blogs.shu.ac.uk/narrowingthegaps/cpd/).

## TALENT Professional Recognition Scheme

Despite these challenging times, we continue to offer a full support programme for staff applying for Advance HE/HEA Fellowship through our TALENT scheme.

Our workshops and writing retreats are successfully operating in an online/remote format and we are working flexibly where necessary to take account of individual situations.  Please see the [TALENT calendar](https://blogs.shu.ac.uk/talent/workshop-calendar) on  our website for a full list of workshop, writing retreat and submission dates and email us at: talent@shu.ac.uk for bookings and queries.

Fundamentals of Academic Advising

**May - July 2020**

Are you new to the institution, new to academic advising or just want a refresher about the delivery of academic advising remotely? For session dates/times, please visit the [Academic Advising training and development page](https://blogs.shu.ac.uk/academicadvising/training-and-development-for-staff-acting-as-academic-advisers/) for more details.

Please also take a look at Melissa Jacobi's [academic advising update 29th April 2020](https://blogs.shu.ac.uk/academicadvising/files/2020/04/Academic-Adviser-update-29-April-2020.docx)

## External Examining

**19th June 2020**

We are hosting an online workshop which introduces [external examining](https://blogs.shu.ac.uk/external) to those interested in applying for roles. The workshop aims to support you through the application process and provides information and advice on what the role entails from experienced examiners and quality specialists. For further information and to book your place, please contact Helen Kay in the Academic Development & Diversity Team

## Hallam Guild Event - Transition Model Toolkit launch

**Thursday 4th June 2020 14:00-15:15**

Charmaine Myers and her colleagues in the Venture Matrix team invite you to the virtual launch of their Online Transition Model Toolkit. It is widely acknowledged that the employability of undergraduates is a contemporary focus and measure for the HE sector. This virtual session will focus on the pedagogy behind the model, a demonstration of the pre–arrival sites in practice and a chance for you to discuss how the site could be Implemented within your discipline area.

[Reserve your place on the Online Transition Model Toolkit event](https://www.eventbrite.co.uk/e/transition-model-toolkit-launch-tickets-103316163426).

## Invitation to virtual EnhanceIDM closing conference

**14 May 2020 - starting at 10.00 am CET and finishing at 15.30 CET**

A sneak preview into the programme: facts & figures about programme leader’s attitudes and needs towards diversity management, the best out of blended-learning training programme and toolbox, multi-media resources uncovering implicit biases, etc.

Please register under <http://enhanceidm.eu/wordpress/about-the-project/enhanceidm-closing-conference/>

EnhanceIDM was a project aimed at increasing diversity management competencies of study programme leaders at four European universities. Several measures have been developed and applied during the project-life-span:

* A comprehensive blended-learning training programme for academic middle management concentrating on inclusive practice over the whole student life cycle.
* [Multi-media resources on inclusion and diversity management scenarios in higher education](http://enhanceidm.eu/wordpress/output/multi-media-resources-on-idm-scenarios-in-higher-education/), dealing, for example, with situations like violence on campus, language barriers, prejudices based on implicit bias.
* A freely accessible [IDM-Toolbox](http://enhanceidm.eu/wordpress/output/idm-toolbox/) providing practical methods and tools relating to inclusion and diversity management in Higher Education.
* An [online self-assessment](http://enhanceidm.eu/wordpress/output/online-self-assessment/) measuring one’s own awareness, general attitudes and competences/skills in dealing with student diversity.

For more information see [www.enhanceidm.eu](http://www.enhanceidm.eu)

## Calls for contributions

**‘Expertise in Teaching in HE’ symposium - Friday 16 October 2020 at UWE Bristol, UK.**

The call for contributions has been announced for this inaugural one-day symposium that will bring together researchers, educational developers and others interested in the topic to explore the various dimensions of teacher expertise in higher education. For further information read the [ADD Blog Post](https://blogs.shu.ac.uk/add/2020/04/26/call-for-contributions-expertise-in-teaching-in-he-symposium/?doing_wp_cron=1588594195.2886350154876708984375).

Course Leader Development Programme (CLDP)
**December 2019 - January 2020**

The CLDP pilot successfully took place on 16th and 17th December 2019 and 6th and 9th January 2020. It was developed collaboratively by LEAD and HROD with contributions from external experts, STEER and Academic and Support Services. Twelve course leaders attended the pilot which was a short but intensive offer covering a range of topics including:

* The purpose of course leadership & leadership roles.
* Leadership behaviours.
* Leading on race equality.
* Real and pseudo teams and Signature pedagogies.

The programme has evaluated well with those feeling less confident in their role before attending reporting being more confident afterwards. Feedback after completing the programme has included:

* 'I have a better overview of role and its requirements.'
* 'Feel more confident, (not the only one not knowing what I'm doing?!) More aware of the support out there.'
* 'Added value and restored ownership in my role.'
* 'Yes I certainly understand more about the complexities of the role.'

We will be responding to the suggestions made by the pilot group in the evaluation as we prepare for the rollout of the programme later this academic year.

# Academic Leadership and Roles

At the beginning of the year, some of our departments very kindly invited us to attend their course leader forum meetings which provided us with an insight into their day to day priorities. Here, we present a small selection of feedback regarding academic leadership and roles and their collaborative responsibilites;

**Feedback**

* “Are there any role descriptors for module leaders and subject group leaders – if not why not?”
* “What are the terms of the relationship between all three roles?”
* “Where does the role of a ‘link tutor fit with a course leader?”
* “Are there examples of any good practice between the three roles that I can take to my line manager, to improve on in terms of responsibilities, or process as well as relationship/support?”

The Academic Development & Diversity Team are leading on;

Module Leader role descriptor – work is currently being undertaken in collaboration with module and course leaders to develop a module leader role descriptor and guidance information in line with the [course leader role outlines](https://blogs.shu.ac.uk/cle/role-outlines/?doing_wp_cron=1582727847.9475948810577392578125). It is anticipated that the role descriptor and the guidance materials will be available online in the summer.

Subject Group Leader role descriptor – we will be working with HROD on developing this role descriptor and we’ll keep you posted on this project. If you are interested in getting involved, contact the Academic Development & Diversity Team**.**

# Updates and actions for course leaders

## Academic Adviser details on Blackboard

When students log on to their Blackboard page, they should now be able to view their named academic adviser. If any information is omitted, students are being referred to their course leader in the first instance. Please refer to the [SITS step by step guidance regarding their student support adviser details](https://blogs.shu.ac.uk/academicadvising/files/2020/04/Adviser-Details-on-Blackboard.pdf).

## Learning Contracts and Exams - May 2020

Please take the time to read the Disability Support Team's [letter to students with Learning Contracts and the upcoming exams in May 2020.](https://blogs.shu.ac.uk/cle/files/2020/04/Letter-for-LC-students-re-online-assessments.docx)

Please be aware that there are a small number of students who have more complex support needs and our Disability Advisers will be contacting the relevant module leaders individually to ensure they are aware and to offer support, as required.

## Student Regulations and Policies - update

Denise Lawson, Student Policy and Compliance Senior Manger, recently circulated a [summary of the exceptional revisions to student regulations and policies](https://sheffieldhallam.sharepoint.com/%3Ab%3A/s/3007/academicservices/ESxs0qZfyDhPsQmVUtiHrQoBIYzC3VekSOInZ8bt69ZaRQ?e=JEROjf) which had been approved and implemented for the remainder of the 2019/20 academic year in response to the COVID19 situation. This document together with other key documents are published on the [Assessment, Progression and Awards staff intranet page](https://sheffieldhallam.sharepoint.com/sites/3007/academicservices/ASSMTPROG).

We have updated our [Assessment Essentials](http://academic.shu.ac.uk/assessmentessentials/) academic resources to reflect these changes.

## Guidance on setting exams in Blackboard

Brian Irwin, Head of Digital Learning and Practice recently circulated [guidance on setting exams in Blackboard](https://sheffieldhallam-my.sharepoint.com/%3Aw%3A/g/personal/llrbi_hallam_shu_ac_uk/EYKe-4Qm0XBIiXgtlQmGNS0BnXVGpMozm_hzQUKFo-0BgQ). This builds on the previously circulated guidance about online exams for levels 5, 6 and 7. The Digital Learning team have prepared specific guidance about delivering exams online through Blackboard, including example instructions for students and detailed guidance on appropriate settings to use in Blackboard to make the process as smooth as possible.

## My Timetable - update

The [online timetable](https://sheffieldhallam.sharepoint.com/sites/3001/divisions/srtt/SitePages/timetabling.aspx) has been updated and there is some [step by step guidance](https://blogs.shu.ac.uk/cle/files/2020/02/MyTimetable-Staff-briefing-Feb-2020.docx) on navigating the new timetable view.

It defaults to the user’s personal timetable so staff and students won’t need to change anything. There’s also a help guide, linked at the top right of the web page which gives simple instructions on how to set up an integrated calendar feed and change notification if preferred.

If you have any queries about the new view or wish to have a quick 5 minute demonstration, Francesca Burchill, Timetabling Manager, Space Resources and Timetabling Division is more than happy for you to contact her direct – tel: 0114 225 3354  or email: F.Burchill@shu.ac.uk

# Academic resources - update

## Delivery of online teaching and assessment activity - staff and students

To address the changes in the way your teaching and assessments are delivered online, there have been a number of communications to both staff and students. Here's a round up of all the online support, resources and guidance which have been added to our range of Teaching Essentials resources;

**For staff**

* The Academic Development & Diversity Team have developed guidance and resources to [support inclusive online academic practice](https://blogs.shu.ac.uk/teaching/supporting-inclusive-online-academic-practice/) and includes a range of ‘[Academic Practice Online](https://wp.me/P7xL1f-gU)’ resources that are designed help you begin to make sense of the range of information that exists, and provide some practical steps to engaging with learning online. The resources focus on implementing a range of academic practices including assessment, reasonable adjustments and technology enhanced learning.
* The Digital Learning Team have also issued guidance for academic staff on [transitioning to online delivery of teaching and assessment activity](https://www.shu.ac.uk/myhallam/transition-to-online-delivery) giving details of recommended approaches, and the range of activities supported, to replace existing face-to-face activities with online alternatives.

**For students**

* [Coronavirus impact: advice for students](https://www.shu.ac.uk/current-students/student-support/student-wellbeing/coronavirus-advice/for-students) - this page is updated regularly and covers all aspects of student support, well-being and teaching and assessment guidance.
* Student Support Services - [online support and support](https://www.shu.ac.uk/current-students/latest-news/support-service-for-students)  including;
	+ [academic advisers](https://students.shu.ac.uk/shuspacecontent/support_for_learning/academic-advising)
	+ [student support advisers](https://www.shu.ac.uk/myhallam/help-and-support/student-support-advisers)
	+ [employability advisers](https://careersconnect.shu.ac.uk/students-and-graduates/see-adviser)
* [Digital Skills - tutorial pages](https://www.shu.ac.uk/digital-skills) created especially for Hallam Students to discover and learn new digital skills to help your students study effectively and enhance their employability.

## Teaching and Assessment Essentials

New content is always being uploaded to our range of academic resources. Where possible, please subscribe to the relevent resource site to hear more. A quick round-up of on-going content changes to our academic resources;

[Assessment 4 Students](https://academic.shu.ac.uk/assessment4students/) (students) - has been updated to reflect the on-going changes to teaching and assessments online, including the changes to exams in May 2020.

The resources pages of [Academic Advising](https://blogs.shu.ac.uk/academicadvising) and [Course Leader Essentials](https://blogs.shu.ac.uk/cle) have been updated with all the new online teaching, learning and assessment information for the remainder of this academic year.

[Hallam Welcome](https://blogs.shu.ac.uk/hallamwelcome) - is currently being refreshed in line with the new Hallam Welcome Framework. if you have any queries or feedback regarding the content, please contact Ricky Parkinson, Hallam Welcome Officer  r.parkinson@shu.ac.uk

[Higher and Degree Apprenticeships](https://blogs.shu.ac.uk/wblapprenticeships/?doing_wp_cron=1571060228.9137070178985595703125) - the site has been refreshed to reflect the design and delivery of Apprenticeship provision at Hallam, including their Work-Based Learning (WBL) elements and the recently endorsed [Apprenticeship Delivery Guide](https://blogs.shu.ac.uk/wblapprenticeships/delivery-guide/). If you have any queries or feedback regarding the content, please contact Sam Moorwood, Head of Work Based Learning s.moorwood@shu.ac.uk or the Secretary to the WBL Task Group, Claire Barnett c.barnett@shu.ac.uk in [Business Engagement Skills and Employability](https://sheffieldhallam.sharepoint.com/sites/3042) (BESE)

[Highly Skilled Employment](https://blogs.shu.ac.uk/highlyskilledemployment) - the site has been refreshed to relect the guidance and information for all HSE components.

[Inclusive Practice](https://blogs.shu.ac.uk/ip) - the site has been refreshed to reflect resources and materials to help you design an inclusive curriculum, including guidance on making your online teaching materials accessible.

# Getting involved!

Subscribe if you want to receive updates on news, events, and resources as they happen on our Course Leader Essentials website [**https://blogs.shu.ac.uk/cle/**](https://blogs.shu.ac.uk/cle/)

Academic Cycle - refresh

**To support the Course Leader role a wide-range of academic and professional services staff came together in October 2019 to create a new** [‘academic cycle’](https://blogs.shu.ac.uk/cle/files/2019/12/UPDATED-Dec-19-academic-cycle.pptx) **that encompasses all the must do’s for both course leaders, module leaders and academic advisers.**

**We are now looking to refresh this working document to;**

* **ensure we capture up to date processes**
* **review accessibility and inclusion**
* **enhance with any new practice as a result of the switch to online teaching and learning**

**If you'd like to join this working group, please contact the** Academic Development & Diversity Team**.**

Course Leader - induction/handover guidance

We are aware that from department to department and course team to course team, there are differences in the way acdemics are supported to becoming a course leader. One of our new course leaders has very kindly shared a handover guide.

We'd like to open up this handover guide to all our course leaders and so, with that in mind, we'd welcome any volunteers to join a working group in designing/refreshing the handover guide with a view to linking with our working academic cycle document, as above.

**If you'd like to join this working group, please contact the** Academic Development & Diversity Team**.**

# ****Feedback****

**We hope this update has provided you with some really useful information and guidance, however we'd very much welcome your feedback and comments.**

**Please contact Natalie in the** Academic Development & Diversity Team**.**